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UNIVERSAL EDUCATION
THE SAFETY OF A REPUBLIC

VOL. XXXIV, No. 2.

ST. LOUIS, MO., FEBRUARY 7, 1901.

ONE DOLLAR PER YEAR.



GOVERNOR'S PALACE, MANILA, AND VIEW TO MAIN STAIRWAY.

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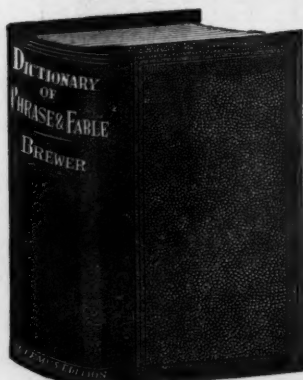
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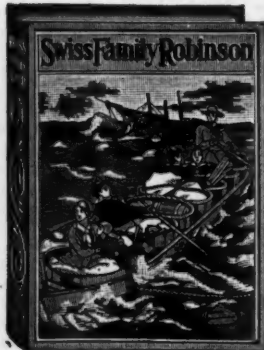
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ST. LOUIS, MO., FEBRUARY, 1901.

ONE DOLLAR PER YEAR

EDITORIAL

VICTORY.

"It doth with a twofold vigor lift me up
To reach at victory above my head."—Shake.

People like to range themselves on the victorious side of things.

In addition to the \$207,034,471 reported as the expenditures for public education last year, the gifts and bequests of individuals reported amounted to \$62,461,304, and for the year before the total reported as gifts from individuals for education amounted to \$79,749,950, and the total of such individual gifts for education reported for the last seven years amounts to \$282,389,762.

Please to read that last statement again, so as to get its full force and strength. Then you will realize the fact that when the people come to know what our teachers and educators are doing, there will be plenty of money furnished them to sustain and to perpetuate their work.

We like to repeat the fact that all this work done by our teachers and educators is additive to the character and to the wealth of each commonwealth—none of it is small or subtractive.

Shakespeare in his time discovered and said of the teacher:

"You are a good member of the commonwealth."

No one of the least modest and humble lady or gentleman teachers who did their duty faithfully in any far away valley, hillside or school district, but what contributed directly to this result of winning these vast amounts from the taxpayers to sustain the schools.

To be sure many of the young women concluded, wisely, that it was not best to be always teaching other people's children, and so the demand for more and better instruction grows rather faster than the means are furnished to meet the demand.

The high school teachers stand at or near the turning point in the lives of many of the pupils. If they are deeply interested in results rather more than in mere varnish "methods," broadly and wisely cultured, so as to show the value of the high school course to both pupils and parents, they will win the best pupils to the high schools, in large numbers, as they are already doing. Especially do they need to show the facts, stated in a late address delivered before the "University Convocation" in Boston by Dr. Harris. He shows from entirely reliable data that the chances of success for the properly educated person in both char-

acter and attainments is as 250 to 1 over the uneducated person.

Who else is quite as favorably situated to present these facts to the people as the high school teacher?

We furnish the data—data in abundance—in every issue of the Journal. We hope it will be used to the largest and fullest extent by our teachers in all grades of schools.

PRICELESS BENEFITS.

"We are born to do benefits."—Shake.

The second paragraph in the opening statement of the reasons and benefits of the Pan-American Exposition, to be opened in Buffalo May 1, 1901, is a splendid testimony of "the priceless benefits of popular education," as follows:

"Ten years of modern progress outweigh in importance centuries of the remote past.

"The world is enjoying more and more the priceless benefits of popular education.

"The wide dissemination of knowledge and the quickening of thought among the great mass of people have left their resultant expression in the countless useful inventions of machinery and appliances with which the world is to-day blessed, in the multitude of wonderful discoveries in science and in the marvelous artistic creations met with on every hand.

"Great expositions are milestones in the progress of the world. On these occasions we turn our thoughts upon the vista of the past and take account of what mankind has done.

"The Pan-American Exposition will concern itself strictly with the progress of the states and countries of the western hemisphere and the new possessions of the United States during the nineteenth century."

The larger, broader view of our life work, in the school room or out of it, is the correct one. From a religious standpoint the individual, no matter what may be his attainments or lack of attainment, is of as much worth as the entire human race. From the moment we have conceived the idea of an immortal soul in the individual we have no right to decide as to what is the degree of importance this individual holds in relation to the whole number of individuals. Every intelligent being is of an infinite value because the soul is eternal in its duration and because Christ died to save the individual soul. This is the larger view for which the people and the teacher must arrange both efforts and expenditures to properly and adequately train those committed to their charge. Are we answering to this larger view? Are we adequately providing for it?

ALL IN THEIR OWN HANDS.

"He had a hand to write this—
A heart and brain to breed it in."—Shake.

Dr. Harris says:

"It is in education as in other departments of the business of civil society. In the long run skill, preparation and brains will tell. The professional teacher will, after a while, furnish the only standard, and the makeshift teacher will be valued and remunerated like the makeshift shoemaker or mechanic, or lawyer or doctor. And here it is well to say, perhaps, that the educational laborers have this matter all in their own hands. Nay, more than this, each individual teacher has the matter in his own hands, so far as he is interested.

"There is height above height, and the crowd is found only on the lower terraces. The uppermost ranges are wellnigh unfrequented solitudes.

"The road to promotion is clear and well marked. How easy it is for the young man or woman, fired with zeal, to add to the narrow and necessary preparation required for the conduct of the daily recitations a constant study of the great works of human genius! There is literature, with its Homer, Dante, Shakespeare and Goethe—the poet of the nation, the poet of the church, the poet of society, the poet of the individual. To what serene heights one can climb with these guides, if one uses the best morning hour, once a week, from year to year! Then there is the field of fine art—music, sculpture, painting and architecture—and the unlimited culture of aesthetic taste and of subtle human insight that may grow in our souls, if we have our regular times for submitting ourselves to the inspiring influences of Beethoven, Raphael, Michael Angelo or Phidias. Still more accessible to the teacher are the great thinkers of the race—Plato, Aristotle, Bacon, Descartes, Leibnitz, Kant and Hegel.

"Their dry light is invisible except to the student who ponders their works for certain intervals annually, and let us say for many years—at least ten. But when one can read Aristotle or Plato, Kant or Hegel, and feel the full weight of their words just as he feels the inner necessity of the words of a demonstration in Euclid, he has reached the clear summit of human thinking, far above the clouds and mist which befog the ordinary mind.

"That other great province of spiritual insight—the field of religious mysticism or theosophy which can be approached most securely through Thomas a Kempis, Tauler, St. Augustine, Meister Eckhart, Thomas Aquinas and the other great lights of the church, lies open to the individual who is willing to make haste slowly, after the manner in which one masters a work of philosophy or a great poem.

"One must use his best hours for these things, not too frequently, but persistently, returning year after year until he can feel their full force as a sort of spiritual atmosphere, under whose influence he can think great thoughts and plan great deeds.

"This regimen for the development of rational insight is healthful for all, especially so for the teacher, whose vocation is that of emancipating and liberating the human soul of the child, arousing him to self-activity."

The collegiate institutions of the country, some 400 in all, have a combined attendance of not far from 200,000 students.

OLD AND NEW.

"I never knew so young a body with so old a head."—Shake.

We received a number of poems on the passing of the nineteenth century into the twentieth. They take more space than we can afford to give with the pressure of other matter waiting publication. We make a single exception in the case of Miss Ida Parmelee of Chicago, who sends us these fine, timely conceits, personifying the divisions of time:

The old year was weary and nodded his head;
"Dear mother," he cried, "won't you put me to bed?
My limbs are so shaky, my head feels so light,
Please make me a child again, just for to-night."

Mother Earth was all pity, but Father Time cried:
"If you are going to turn lazy you better have died."
"Then I'll die," moaned Old Year, and bent his gray head.
Both parents sprung forward; alas, he was dead!

Mother Earth would have grieved, but Old Time in his flight

Discovered a New Year that very same night.
On opening the basket, to show his new son,
He remarked he had named it 1901!
But a new sight met his gaze, and a new glory, the day,
For beside the New Year, a New Century lay.

A LEAF FROM EXPERIENCE.

"Your pains are registered, when every day,
I turn the leaf to read them."—Shake.

When the earnest, intelligent teachers of the county or from several counties come together they are very apt to prick the bubbles of the mere "theorists" or to probe through the varnish of a mere "method." The subject of drawing was up, its place in the course of study, its value, its hindrances and its difficulties; more than this, the objections to it on the part of both parents and pupils were presented. These objections were so strong, they were not to be ruled out, overlooked or ignored. Four letters were read, to which attention was asked and advice solicited as to what could be done. Letters like these:

Miss _____, Teacher:

We wish you would excuse Alice from her drawing lesson. She seems to have all and more than she can do in keeping up with her other studies. Respectfully,

MRS. _____.

Out pops another letter of similar import from another teacher in a different part of the county—as follows:

Mr. _____, Teacher:

We don't want you to waste the time of our Jake in school, in trying to make a artistic feller out of him. Yours, etc.,

Signed _____.

Here were two big stumps directly in the path of two earnest, faithful teachers trying to carry out in good faith the "course of study" as laid down.

If drawing could be omitted on these requests why not history or mathematics or any other branch objected to by the parents, wise or otherwise?

We happened to have with us the following list of fifty classes of workers in whose occupations a knowledge of drawing would be of special advantage. It would be easy

to extend this list to fifty or a hundred other similar occupations, showing the value and utility of drawing in our schools. A direct, personal, pecuniary value to every "Alice" and to every "Jake" in every school room on the continent.

Here is the list of occupations, a knowledge of drawing would very materially aid:

Architects.	Ironworkers.
Artists.	Lecturers.
Astronomers.	Landscape gardeners.
Boatbuilders.	Lithographers.
Boilermakers.	Machinery manufacturers.
Bookbinders.	Map and chartmakers.
Botanists.	Mechanics.
Carpenters.	Military officers.
Carriage manufacturers.	Mining engineers.
Chemists.	Modelmakers.
Civil engineers.	Navigators.
Clockmakers.	Opticians.
Contractors.	Patent solicitors.
Decorators.	Patternmakers.
Designers.	Physicists.
Dressmakers.	Publishers.
Electrical engineers.	Reporters.
Engine builders.	Sculptors.
Engravers.	Shoe manufacturers.
Farm implement manufacturers.	Sign painters.
Fashionplate makers.	Steamfitters.
Furniture manufacturers.	Stonecutters.
Hydraulic engineers.	Surveyors.
Illustrators.	Tailors.
Inventors.	

Is not "Jake" or "Alice" or any other boy or girl in our schools liable to be called upon to do some of these things or to be a worker in some of these directions?

With this list in their hand and with a heart full of interest for the pupil and aflame with love and pity for the shortsightedness of the parents of "Alice" or "Jake" or the parents of any other, and all other boys and girls, with this list of subjects of the value and utility of drawing in their hands, could not any teacher win over both parent and child to this subject? We think so.

We present the facts for the use of our teachers. We present also the data of such eminent educators as Dr. W. T. Harris, U. S. Commissioner of Education, and of Dr. Charles F. Thwing, president of Western Reserve University, to show that every high school teacher who persuades the bright boys and girls in their schools, and their parents too, to help them push on through a full course of instruction, increases their chances in life 250 times over those who drop out by the wayside, uneducated, to be mere "hewers of wood and drawers of water."

THE GENTLE READER.

"He's gentle and yet learned
Full of noble device."—Shake.

Rev. Henry Van Dyke, with a tender, far-sighted appreciation and wisdom, sets forth the characteristics of "the gentle reader" so charmingly and with such insight that we feel sure he knows whereof he speaks:

"The gentle reader," he says, "is the person who wants to grow and who turns to books as a means of purifying his tastes, deepening his feelings, broadening his sympathies and enhancing his joy in life.

"Literature he loves because it is the most humane of the arts. Its forms and processes interest him as expressions of the human striving towards clearness of thought, purity of emotion and harmony of action with the ideal."

ILLINOIS.

"My powers are crescent and arguing hope says they will come to the full."—Shake.

What a growing power for good, for unity, for obedience to law, for prosperity are the facts given in the late report of State Superintendent Bayliss of Illinois:

"The number of high schools in the state is 321 and the number of graded schools, including high schools, 2,082; ungraded schools in the state, 10,715. The total number of schools, 12,797. Average number of months the schools were in session was 7.6.

"The number of male teachers in graded schools was 2,346; female teachers, 11,848; in ungraded schools the male teachers numbered 4,604; females, 7,515. The total number of teachers employed was 26,313."

School libraries are now regularly maintained in 1,867 districts, with a total of 535,818 volumes.

Supt. Bayliss also recommends township organization where the number of pupils in the adjoining districts is limited; and he further recommends the payment of public money for the transportation of children to and from school when the people of any district so direct by election.

These recommendations are based on observations of workings of a similar law in the state of Ohio. The superintendent also recommends legislation to encourage the smaller districts to establish and maintain suitable school libraries.

Another of Supt. Bayliss' recommendations which should be adopted and made a permanent policy of the school system of the state is "that whenever a pupil has completed the required course of study in a country school and has received the county superintendent's certificate to that effect, he shall be entitled to attend the nearest accredited high school free of all charge of tuition."

We wish that every school officer as well as every teacher in Illinois could have heard the plain, tender, helpful address by Mr. Charles Hertel, County Superintendent of Schools of St. Clair county, delivered before the county institute lately held at O'Fallon, Ill. They were words and thoughts coined out of his actual experience and observation as to what can be done and what has been done by some of the teachers for the pupils and parents as well as the taxpayers of St. Clair county. The steady increase in the wages paid, without solicitation on the part of the teachers at all, the punctual attendance, the frequent and helpful visits of parents, the enrollment of 369 actual teachers in the county, the increase of 82 teachers since Mr. Hertel took charge of the schools, or since he was elected superintendent, is a record of which any school officer might be proud and one on which he is to be congratulated for his fidelity and success. We are in receipt also of a copy of the proceedings of the annual institute held in Belleville the past year. The schools and teachers of St. Clair county are all prospering under the able, careful supervision of County Superintendent Hertel.

It seems singular to many of us that every day in the week is a Sunday with some nation. For example, the first day of the week is the Christian Sunday; Monday is the day kept sacred by the Greeks; Tuesday is the Persian day of rest; on Wednesday the Assyrians worship; Thursday is a holy day among the Egyptians; the Turks keep Friday, and the Jews Saturday, as their Sabbath.

IOWA MOVING ON.

"Moved! in good time, and in the right direction."—Shake.

The contract for furnishing books to the Iowa school district libraries has gone to the St. Paul Book and Stationery Company. The contract runs for two years and is worth from \$50,000 to \$75,000 a year. Conditions in Iowa are especially favorable to this branch of educational endeavor. Each school district sets aside from 5 to 15 cents per pupil, out of the annual apportionment, for the purchase of books recommended by the state board and sold at fixed prices under the contract.

Why should Missouri or any other state delay in this movement? Miss Caroline M. Hewins, secretary of the Connecticut Public Library Committee, states clearly the fact that "the main object of the school is to teach children to read, not for the sake of reading, but that larger stores of knowledge may constantly be opened to them.

"It is a strange misconception of the function of a school that will allow the pupils to go out with the tools of knowledge, but deny them the ability to use them. The children need to read, not only upon the topics assigned for lessons, but to gain an entrance into the world of literature and to become acquainted with the men and thoughts which the world has produced, and which govern it."

We hope all our teachers will cordially unite in presenting these facts to the school officers and to the people through the local press so as to enlist and insure early and intelligent action.

Here is a good definition of a fine teacher—a very fine teacher—by the name of Brown. We could wish he had more imitators or rather that there were more of these originals: "We should say that his educational function lay in 'widening.' He was a 'widener.' He made one feel that there was something beyond the school, beyond successful performances at lessons or at games; there was a whiff of the great world brought into every child's life by him."

That the figures for college attendance for 1900 have gone far beyond anything ever before known is, of course, largely accounted for by the increase in population; but, while allowing fully for all that, it is still true that the number has greatly exceeded any former proportion in the population statistics of the country.

The great thing is that the rush and desire for higher education was never so strong or so general as it is in the present day.

St. Louis enjoyed a rare treat on the evening of January 18 in a delightful lecture entitled "The Education That Best Fits for Life." Every seat in the vast auditorium of the High School was filled with attentive listeners. Dr. Taylor is the president of the State Normal School at Emporia, Kan., and is one of the leading educators of the country and of the age.

"Oh, the might of a life that is right!
That swerves not at duty's call!
That marches on as in God's own sight,
No matter when others fall.

"For the right of that life is the might
That shall conquer the world abroad,
And the day shall come after the night
For the sons of the children of God."

COMMUNICATIONS

THE PROBLEM OF SUCCESS.

BY I. W. HOWERTH, Ph. D.

Success, as I shall use the word, does not mean fame, riches or honor. These may be the rewards of it, but they are not success. Success is the realization of a life of usefulness. It is measured by the degree in which a person contributes to the general welfare. Think of the men and women the world loves and delights to honor, and you will find that they are the people who have served the world. It does not happen, however, that everybody who renders good and true service to the world gets his name in the newspapers. The test of your character is whether you love better success or the fame of it.

Now, in the problem of success, there are four leading factors. These are heredity, environment, accident and the personal element. You who read these words, however, cannot affect either accident or heredity, and you can only influence your environment through your own personal character. The personal element, therefore, is the only factor we need here consider.

By the personal element I mean the physical, mental and moral qualities which you put into the problem of your own lives. In no case is the amount and character of these fixed. Other things being equal the degree of your success will be measured by them alone. And since success and service are identical everybody can succeed. The degree of success may vary with different persons, but he who does the best he can under his circumstances and with his gifts succeeds in the highest sense of the term. It is all any mortal can do. "Angels could do no more." It appears, then, that the problem of success amounts practically to this, How can I make the personal factor most effective?

The first step in the solution of this problem is analysis. Analyze yourself and discover your weak points. The first thing to consider is the physical basis. Are you a good animal? If not, to what extent are you to blame for it? What are the possibilities of improvement? Some people have the idea that the body has no necessary relation to success. They will tell you of great people who have been insignificant in body. They think of the ideal man as in shape something like a turnip, bulbous head and spindling body. Perhaps women more than men need to be delivered of this nonsense. Before me lies a paper with some pictures of female forms illustrating the latest fashions. They are a caricature on the human form divine. When women come to look like that, the days of the race will be numbered. Women, however, are not alone to blame for this distorted ideal of the female type. Our customs, our habits, our prejudices, our present ideals of woman's "sphere" tend to keep woman in subjection by preventing the fullest development of her physique. All past social development has contributed to this injustice. Civilization is to woman what the stone, erected by a devoted husband to the memory of his wife, was to her:

"This stone was raised by Sarah's lord,
Not Sarah's virtues to record;

For they are known by all the town;
But it was raised to keep her down."

Whether you are a man or woman, however, you must, if you are to attain your highest possible measure of success, give due attention to the cultivation of your body. It is not true that we need necessarily grow weaker as we grow wiser. Nor is it true that, as a rule, the "big men" of the world have been small of stature. If all the great people of the world could come together in one assembly, the spectator would be surprised, I think, by their physical vigor and bigness.

I shall pass over many qualities essential to the highest success, which will reveal themselves to your own analysis and speak only of two, namely, ability to plan and capacity to execute.

No great success can be achieved without a definite plan or purpose in life. Life is so short that we cannot afford to waste any of it. Waste, however, is almost always due to absence of plan. This being the case, it is really astonishing how planless are most of our lives. "Few lives," says George Eliot, "are shaped, few characters formed, by the contemplation of definite consequences seen from a distance and made the goal of continuous effort or the beacon of a constantly avoided danger."

How is it with you? Have you a plan for your life work? You teach your pupils the importance of a plan and probably have in plain view a "daily program," written with colored chalk, to show them and the casual visitor how methodical you are. But have you mapped out your work for a week, a month, a year, so that you can make the best possible use of your time and energy? Every one of us ought to map out the life work we propose to accomplish. Benjamin Franklin, in his old age, said that when he was a boy he made such a plan and that he had followed it pretty closely, and I have heard one of the leading men of this country say that when he was fifteen years of age he drew up a plan in which, counting on living to the age of sixty, he laid out what he expected to do in each five years. He asserted that while circumstances had compelled him to vary somewhat from the original plan, he had nevertheless pretty closely followed it. Planning is nothing more than the use of intelligence for the purpose of practicing economy. A plan, a definite purpose in life, saves time and energy and lends every acquisition a value it might not otherwise have.

The second quality to which I referred is just plain, old-fashioned perseverance or determination. It, too, can be cultivated. Perseverance means to cut through. The strong will cuts through difficulties. It laughs at obstacles, knows not the word impossible. It has power over death. A woman, about to die, enjoined her husband to marry when a respectable time had elapsed, the servant of the family, who had made herself almost indispensable to the children. But when with deep feeling and uncommon resignation she was explaining to her husband the advantages of such a union, he interrupted her, saying that she must not allow herself to worry about that, that he and the young lady in question had talked that all over. "You have, have you?" said the wife. "Well, then, I'll not die." And she didn't, if the story is to be believed, but lived to bury him and another husband. Such strength of will is worthy of a better cause. Some of us have energy enough

to resolve and the intelligence to plan, but we lack the power to put our plans into execution.

Of all people in the world, teachers have the best opportunity to succeed. The teacher is par excellence the social servant. Education is a process of social transformation. The young are most easily transformed. The teacher, therefore, may contribute directly and most effectively toward the realization of a higher plane of civilization. This gives a meaning and a dignity to her work which from any other point of view it may not seem to have. These are among the reasons why the teacher should strive with all her might to make her work count on the right side. Her opportunity is so great. It is said that Michael Angelo, while walking through the courtyard of a cathedral in Florence, observed a block of marble which had been brought from Carara many years before and had been rejected by the sculptors as unfit for any practical use. Angelo, however, stooped down, removed the debris from around it and when asked what he was doing replied: "I see an angel in this stone and I must let it out." What the great sculptor was to this stone the teacher should be to her pupils. In each one of them there is an immortal soul, imprisoned by inexperience and ignorance, possibly by vice. It is her duty to manifest the insight of the great artist, to see the possibilities which may not reveal themselves to others, and it is her glorious privilege to free human spirits from their imprisonment. Who has a grander opportunity and a greater incentive to succeed than the teacher? To succeed is to make the best use of that opportunity.

THE UNIVERSITY OF CHICAGO.

CELEBRATED WOMEN.

BY ESTELLE GARDINER.

In looking back on the records of the past we find the names of many noble women, some of whom lived and died ages ago, but whose fame will last forever, shedding its noble influence even on this distant age by showing us what a woman can do, and so serving as a lofty goal for which to strive, even though we may never reach it. On this record are also written the names of others who, though perhaps as noted, have become so from far different causes; some for their beauty or wit, others for genius, while some, and they are perhaps the best known of all, are celebrated simply on account of their wickedness.

Among the first in the list of celebrated women is the name of Zenobia, "the Queen of the East," royal not only by birth, but in spirit as well. Can anything be more noble, more like our ideal queen, than Zenobia's defense against the charge of pride and ambition? I say our ideal queen, for it is but seldom realized.

Among the early Romans can be found many women whose acts of bravery and virtue have won for them lasting renown. Nearing our own time, we see in the Empress Josephine a nobility of nature which, though shown in a more quiet way and in acts which do not send that thrill through the reader that those of the ancients do, still show a soul as truly great as ever belonged to woman.

In our own country I think "Mol Pitcher," the heroine of Monmouth, should not be forgotten, for, although poor and uncultured, if we consider the brave deed she did, she ranks far above many of royal blood. A complete contrast to the latter in outward appearance, we have Martha

Washington, the first mistress of the White House, and the model of courtly grace and elegance; but, at the same time, famed for her benevolence and sympathy with all those in sorrow. These are but few of the many noble women who have left us their examples to profit by, and it must, I think, have been of these that the poet was thinking when he says: "Woman is the noblest work of God."

FLUSHING, L. I., N. Y.

HORACE MANN.

BY PROF. J. FAIRBANKS.

Horace Mann was born in Franklin, Norfolk county, Mass., May 4, 1796, and died on August 2, 1859, at Antioch College, Yellow Springs, O., being 63 years of age. He might almost be said to be contemporary with Immanuel Kant, Pestalozzi, James Curry, Dugald Stewart and that celebrated Jean Paul Richter, author of the oft-quoted remark by newspaper critics: "Providence has given to the French the empire of the land, to the English that of the sea and to the Germans that of—the air." Also were his contemporaries, Hegel, Joseph Story, Daniel Webster, Froebel, Edward Everett, Thomas Carlyle, Wayland, Dr. Thomas Arnold, Alonzo Porter, John Stewart Blackie and Dr. Stowe.

Although Horace Mann lived in an age of great names, that of the greatest philosophers, authors, jurists, statesmen, warriors, divines and educators that the world has ever known, yet the luster of his name is not dimmed by their great brilliancy, nor will it cease to shine less brightly down the ages yet to be. Indeed the purity of his life and the grandeur of his character will gather luster with age and will shine out in greater brilliancy as the refining and broadening influence of education raises all to a higher plane and enables them to see with clearer vision. I cannot contemplate the life of this great man without being filled with enthusiasm and with astonishment.

Could such a man be born in any other country than America? Was not the very genius of our institutions a part and parcel of him? Was he not the very embodiment of them? Such generous impulses, such bigness of soul, such broad humanity, such clearness of vision and discriminating judgment and such a comprehensive grasp of the whole field of education. His like has not been. Of all the renowned educators from Aristotle to Junius, Comenius, Pestalozzi and Froebel, and the whole host of celebrities, none surpassed him in comprehensive views of education or did more for the cause than he. I do not know one that did so much. While many of these struck some particular point in the great field and worked it till it stood out as a bright spot upon the horizon, yet not one of all the host seemed to grasp the whole field as he. His twelve annual "reports" to the State Board of Education of Massachusetts and his lectures on education surpass anything ever presented on that subject. Indeed these reports are influencing the nations upon the subject of education. He not only lifted the educational interests of Massachusetts from a low standard to a higher one, but he put a new life and a new zeal into the whole public school system that immediately spread all over the land, was caught up and wafted to other shores and has produced its fruit there. These reports were translated into other languages and they will continue to influence more and more, as more

widely read and as the magical influence of popular education or universal free public schools is better understood.

These reports stand out as sharply and strongly above all others of their kind as a solitary lofty peak upon a level plain. There are none in all the vast expense of educational literature to compare to them.

They absolutely stand alone.

The time will come when every teacher and every school officer will read them and study them, as the Chinese the writings of Confucius or Mencius, the Mohammedan the Koran or the Christian his sacred book. Every age and every country produces some great character whose influence sweeps for a time and space, leveling old notions and producing a new era.

Confucius shaped the thought of one-quarter of the human race, Zoroaster his millions, Mahommed whole nations and Christ opened up to mankind a "new heaven and a new earth."

Aristotle influenced philosophical thought for two thousand years. Bacon and Locke threw a magic spell over the foremost nation of the age and changed the current of thought. Kant and Comte captured the great German mind and swayed it as a willow in the breeze. And our own great Horace Mann, whose name we honor and whose exalted virtues we commemorate, will exert an influence in the educational field that will be felt to the uttermost corners of the earth and rank with the greatest the world has known.

SPRINGFIELD, MO.

THE SALARY QUESTION.

BY BESSIE L. PUTNAM.

There is a good deal of sentimental talk about the lofty aims of the teachers and their incompatibility with mercenary matters. Yet when we consider what money means to the teacher, how it increases his library, his opportunities for travel, for lectures, how it broadens his horizon in every direction, it becomes a talisman to his most complete preparation for work.

Statistics are not as a rule fascinating reading, yet the report of the United States Commissioner of Education just out gives some suggestive interlinear notes.

On this subject of salary we find a trio of states which pay to male teachers an average of more than \$100 per month, viz., Massachusetts, Rhode Island and Nevada, with \$136.23, \$103.74 and \$101 respectively. Yet to female teachers these same states allow but \$51.41, \$51 and \$61.50. Thus the states paying the highest salaries make the greatest discrimination in regard to sex. It is worthy of note, however, that the percentage of males is small, 12.7 in Nevada being the highest, which leads us to infer that these figures represent largely the salaries of principals.

Going to the other extreme, the lowest figures are reached by North Carolina and South Carolina, each paying a few cents over \$25 to males and \$22.24 and \$24.29 respectively to females. The number of each is about equal, showing a material gain in number of females employed during the last thirty years. Missouri stands well up in the list, with an average to males of \$49.40, and is to be congratulated on the fact that her average to females is but \$7 per month less.

THE DULL PUPIL.

BY EDWIN N. ANDREWS.

The bright pupils in school are complimented on every hand. They are the favorites of the teacher. They are marked high and it is prophesied that they will make their own mark in the world.

But let us say a word in favor of the dull pupil. You will find him in every school.

He was present a few days since when the writer heard his class spell. The word was "born," but he made it "barn," even after the word had been distinctly spelled and pronounced two or three times by others. This boy is fond of horses and perhaps his mind was on their habitation while the exercise was going on.

He can read but poorly and is as dull in arithmetic. What a trial to the teacher! Yes, but he is a well disposed lad and is not vicious as well as dull.

He is in the dormant period. Who knows but one of these days this boy will take a start and shoot beyond his companions who now leave him dally at the foot of the class? Let us have sympathy for the dull pupil. It is not in him to study. He is doubtless ashamed of himself and would fain leave school in his discouragement.

But let the teacher be patient and hold on to the poor boy, even as a nurse cleaveth to the patient in hospital.

We call to mind the fact that some of our greatest men were at one period very dull and backward scholars.

Let the teacher study such and learn what their mind is on mostly; learn the way to their affections, get their confidence; meanwhile giving words of encouragement at every earnest effort, and, if need be, defending them from the sneers of the brighter pupils.

When children are slow in learning to read, while fairly hating books, it may be well to read to them some interesting story, something in their own line and to their taste. Then the boy may be led to read similar stories for himself. It may be that thus the waking up period will have come, and by such an effort on the part of teacher or parent, a child started on the way up the hill of science to wave in due time the banner with the strange device, Excelsior! Be kind and patient with the dull pupil. Such kindness and patience shall be placed to thy credit in the great assizes.

WISCONSIN, JAN. 20, 1901.

ONE FACTOR IN OUR TRADE SUPREMACY.

BY MARY H. HUNT.

American trade supremacy is just now a topic of newspaper discussion in Europe. A recent number of a London paper, the Express, published an article with the startling headline, "Wake Up, England," the purpose of which was to rouse interest in the question, Is England losing commercial position?

Another London paper, in searching for the cause of England's lack of ability to compete, after citing as an illustration the fact that in one shipyard alone there was last year an injury to its output of 25 per cent from drinking men, said:

"If we are not able to produce better, faster and cheaper than other countries our sober rivals will come and capture our trade."

The same paper quotes the British Medical Journal as authority for the fact that Great Britain's per capita consumption of alcohol is nearly twice that of the United States.

In 1870 France, smarting under the defeat of the Franco-Prussian war and looking around to find the cause, said: "It is the German schoolmaster. The Germans are better soldiers because they are more intelligent. We must have public schools."

Again it is the schoolmaster. Sixteen years ago, in obedience to laws enacted by Congress and state legislatures, the public schools in this country began to teach all pupils that one of the effects of alcoholic drinks is so to injure the brain and muscles that the drinker cannot do as good work as the abstainer. Soon after, banks, railroads, manufacturing and responsible business of almost all kinds in the United States began to demand that their employes should be total abstainers. The effect of this upon the industrial ability of our nation is manifest.

England has no such system of compulsory temperance education in its public schools as we have, an education that is teaching the people in this country the relation of total abstinence to the success that means supremacy. This industrial supremacy is the more significant because of the fact that labor receives here a larger wage than in the old world. All the advantage due to our great natural resources and to our extended domain under only one and that the freest government of the world would not give us commercial or any other supremacy if our industries were losing 25 per cent per annum of their output because of drinking workmen.

Among the causes that go to make up a nation's strength the most potent are often the quiet ones of education seldom recognized until they reappear in the acts that make history. Total abstinence and the education that secures it is a part of that godliness that is profitable not only for the life that now is but for that which is to come.

When we look out over this broad land of ours and see the thousands of youth of school age—the future citizens of the United States—being deprived of the advantages of even a common education and sent out as wage-earners, though wholly unequipped for the great duties of life, it is plainly evident that something should be done to remedy this state of affairs. The problem has been seriously considered by many of our leading educators, and many theories have been advanced and plans unfolded. Foremost among these reformers may be mentioned Mr. H. W. Prentiss, of St. Louis. For ten years he has been studying the subject and corresponding with educators throughout the country regarding it. As a fruit of his study and investigation, he has framed a law which he has presented to both branches of the Legislature of Missouri. Everything possible to enable children to attend school regularly has been included in the law. It provides that every person having charge of a child between the ages of 8 and 16, who cannot read and write the English language, shall cause said child to attend regularly, at least four hours a day, some day school or public school. In the event of the parents or guardians being in such destitute circumstances that proper clothing cannot be bought for the child, the clothes are to be supplied by the State. It also provides for free text-books, which shall be purchased by the State and loaned to the pupils while at school. In case a

parent or guardian fails to comply with the act, the law provides that such person, after having been duly warned of his or her omission, shall be arrested for misdemeanor and shall be sentenced by court to pay a fine of not less than \$10 and not more than \$25. This is a step in the right direction, and should receive the hearty support and co-operation of everyone who is interested in the future welfare of our great nation, for the "boy is father to the man."

UNIFORMITY OF TEXT-BOOK LAWS.

In states not cursed by state or county uniformity text-book laws, notably Illinois, movements are frequently started by county superintendents or committees of teachers to bring about county or township uniformity of text-books. Superintendents and teachers do this under the mistaken idea that a great service is being done to the schools of the county. They are, as a rule, honestly seeking to better the condition of the schools of the county or the township. Without much investigation or thought on the subject they are caught by the pleasing sound, "uniformity," and begin a fruitless chase for something which, if they succeed in overtaking, will prove a bitter disappointment.

It is not our purpose to discuss the fallacies of county or state uniformity of school books. No teacher of recognized standing in the educational world would endanger his reputation by advocating "one man power" in school textbooks. When school houses and equipment, teachers, patrons, environment, facilities, supervision and pupils become uniform it will be time to make the textbooks uniform.

It is, however, the purpose of the writer to protest in the name of education against uniformity movements which are originated, agitated and terminated without authority of law. They are productive of nothing but contention, bitterness and confusion in school matters. Even when they are apparently successful, that is when they result in apparent uniformity, they are pernicious in effect upon school and patron.

There is little argument for uniformity of textbooks when promulgated by legal enactment. There is none whatever when there is no law for it. On the contrary, much can be said and written against the wisdom of such a movement. In the first place, it is usually the result of the missionary work done by the party most deeply interested, the publisher's agent—certainly he is the only person benefited in any way. Thus the movement lacks the merit of a well defined plan and no thoughtful reason has been assigned for the effort.

In the second place, any effort of teachers or superintendent to usurp the powers of school officers is usually resented, and this resentment is intensified by the emissaries of the book publishers for selfish reasons. Thus the harmony and unity of purpose which should exist between all arms of the educational body for the good of the schools is broken up and irreparable injury results.

No uniformity, however desirable it may be, can come without powerful legal enactment behind it. It is almost impossible to secure and maintain a uniformity of textbooks where it is made a legal necessity in order to draw money from the state treasury for school purposes. The

reason is evident. The principles of uniformity are repugnant to true educational sentiment which claims the broadest field in which to search for the best thought on all subjects taught in the public schools.

Wholesale book changes are exceedingly unpopular as well as injurious. No uniformity movement can hope to succeed without such changes. Teachers and superintendents make themselves unpopular with patrons, interfere with their usefulness in the schools and ultimately vote themselves out of office and put a period to their existence as school factors by connecting themselves with such agitations.

On the whole, nothing but harm can come to the schools and school people from such movements. Refrain from originating or agitating such schemes if you have the welfare of the schools at heart.

The trouble at the Leland Stanford University increases. Dr. Geo. E. Howard, head of the department of history, has been asked to resign because he would not apologize for his defense of Dr. E. A. Ross, who was compelled to resign last November by Mrs. Stanford, because he criticized some enterprises in which she had investments. Dr. Howard has been followed by Prof. W. H. Hudson, of the English department, and Prof. C. N. Little, of the mathematical department, who thus show their disapproval of the crushing of free speech. Prof. B. C. Brown, head of the art department, has indicated that he will likewise resign, and several others contemplate leaving in a body out of self-respect, and to protest against this coercive policy of the institution.

MEMORY GEMS.

"My thoughts are my own companions."

Fine thoughts are wealth.—Bailey.

Thought is parent of the deed.—Carlyle.

Our thoughts are heard in heaven.—Young.

Be slow of tongue and quick of eye.—Cervantes.

"They are never alone that are accompanied with noble thoughts."

Be silent, or say something better than silence.—Pythagoras.

"Thought unexpressed may sometimes fall back dead, But God Himself can't kill them when they're said."

"Boys flying kites haul in their white winged birds; You can't do that way when you're flying words."

The pleasantest things in the world are pleasant thoughts, and the great art in life is to have as many of them as possible.—Bovee.

He, therefore, that would govern his actions by the laws of virtue, must regulate his thoughts by those of reason.—Johnson.

Heroism feels and never reasons, and therefore is always right.—Emerson.

Economy is the poor man's mint.—Tupper.

To get thy ends, lay bashfulness aside. Who fears to ask doth teach to be denied.

—Herrick.

EDUCATIONAL FOCUS

VALUE OF A COLLEGE COURSE.

Not long ago a distinguished college president wrote to fifty representative men to find what was the best thing their college course had done for them. From the answers of these representative men the prospective college student may learn that college life means infinitely more than so much Latin, so much Greek, so much this, and so much that. Hamilton W. Mabie said that the college taught him how to study, and confirmed his habit of reading. "The greatest thing it can do for a student," he says, "is to confirm his highest thought of life, and to fix him those habits which will enable him to realize that thought for himself when he gets from under college influence." Dr. Parkhurst said that one great teacher in his college had done more for him than all other influences. Professor Simon Newcomb said that the greatest service of the college to him was in bringing him into contact with educated men and offering him the appliances necessary to promote his studies. Dr. Richard S. Storrs thought that the best thing he found in college life was the intimate contact with fine minds of classmates. "The moral impulse to laborious lives was probably the best thing we got from college," said President Angell. President Jordon said that the best thing a college, as a rule, does for a young man is to bring him into contact with and under the inspiration of other men of a higher type than he is otherwise likely to meet. Dr. William Hayes Ward put it in this way: "The best thing I received was the encouragement and help that came from good fellowship." President E. Benjamin Andrews said: "The college gave me the ability to work with intensity at any given time, whether with mind or with body, and also the ability on occasion to keep up maximum occupation for a maximum time. I count this power for hard work among the very best results of a liberal education." Other answers are similar to these, and their editor draws the inference that "the best thing which the American college does for its graduates is in giving a training which is itself largely derived from personal relationship." The college student is a member of a group, and feels, as a recent writer says, an increased motive to activity from the effect it has on his emotions, and this association gives him an increased power of accomplishing what he wants to do. —Ex.

THE TEACHER'S POWER.

Among the speakers at the recent meeting of the New England Association of Colleges and Preparatory Schools was Principal Augustine Jones of the Friends' school, Providence, R. I. Mr. Jones gave a little informal talk, which was reported with the regular proceedings in the December School Review, but his words were so earnest and his ideas so practical, drawn as they were from his own long experience with pupils, that a portion of his address is given below. The speaker's own words are quoted.

"I am satisfied," said Mr. Jones, "that in a way the teacher has greater opportunity than the parent. The exact

time when a child comes to school is one when qualities are crystalizing and becoming more permanent and settled in character, and therefore then comes the greatest opportunity to do a lasting and permanent work. There is no doubt that the most important thing is first to get at the heart and mind of a child, and to make that child feel the value of learning, and next to feel that he has possibilities of acquiring that learning to himself. You know that there is a fellowship or community in labor and an interest or sympathy in it which nothing else is like. If you are working with a person night and day in one direction, you have a power over him greater in other directions than you can conceive.

"In this influencing of boys and girls I have been greatly impressed with the power which we have over them. It has been given to us in a remarkable way that I think every teacher feels. But this matter of personal contact, this matter of personal association, this matter of personal confidence, is fundamental in it. The boy who has confidence in your learning or the girl who has confidence in your integrity, faithfulness and honor and all that, when you undertake to give advice, you have an immense power."—School Journal.

COLLEGE COURSE FOR GIRLS.

Young ladyhood is reached. Our little girl has grown up. What shall she do? Can you send her to college? Where? To a "coed" university or a woman's college? In the sense that coeducation means equal advantages for the sexes, on the basis of right and justice, why, Amen to coeducation; but when it means that the sexes shall pursue the same studies as a preparation for life, why, that admits of discussion. I think there should be equal opportunity, but a different goal. Preparation for wifehood and motherhood is entirely left out of the college curriculum for girls. The omission is vital. Some day, that blessed some day, a college course for girls may come to mean, first, the science of health. Not athletics to excel some rival "team" and to give mannish "yells," but for the sake of a sound body. Every subject taken up by college girls should be taught with an eye to her training as a future homemaker. To be an intelligent, accomplished woman and "hold one's own" in and out of a well-managed home means much. Above art, science, literature or philosophy, she needs to know herself—her physical organization, and not think it proper delicacy to faint at the sight of apparatus in a medical lecture room. Then, in her study life, every subject should include her needs in the future home. Is science any less science because it embraces the chemistry of cooking?—Eva D. Kellogg, in *Primary Education*.

STANDARD FOR TEACHERS.

Teachers, our work is of the utmost importance. Our profession is second to none. The time has come, and rightly so, that there is more expected of the man or woman engaged in the profession of teaching than in almost any other. The standard is being constantly raised, and we must raise with it or make up our minds to drop out of the ranks. We had better do this gracefully, for there will be no going backwards nor standing still. Mediocrity will not be tolerated, and in the end we will be thrown out of a position and out of the profession. We have many teachers

who are an honor to the profession, the county, and the state. Men and women of brain, muscle, activity, progression, enthusiasm, everything required to make a successful educator. It is true that a few of these are "diamonds in the rough." They need an edge knocked off here and there. They need polishing. Some are already polished and shine with a lustre beautiful to behold. It is that which distinguishes them from their fellows. They are worthy of their calling and have fitted themselves for it. "Go thou and do likewise." Take for your motto the words of Owen Meredith:

"The man who seeks one thing in life, and but one,
May hope to achieve it before life is done,
But he who seeks all things wherever he goes,
Only reaps of the hopes which around him he sows,
A harvest of barren regrets."

—R. B. Forsee, in *South Dakota Educator*.

THE PUBLIC SCHOOLS AND THE FARMERS.

Another misleading statement recently made and frequently reiterated asserts that the public schools are doing little or nothing for the farmers' sons and daughters. The history of civilization shows how utterly groundless such a statement is. According to the investigations of Lewis Morgan, John Fiske and others, civilized life is separated from barbarism by the use of a phonetic alphabet, just as barbarians can be distinguished from savages by the use of pottery. Pottery enables man to cook his food properly, whilst a phonetic alphabet enables him to record his knowledge and discoveries for the benefit of future generations. The above named authorities distinguished three stages of barbarian culture, the first, characterized by the domestication of animals (excepting the dog, which also belongs to savages who live by hunting); the second, by tillage of the soil, and the third, by working of metals and the smelting of iron ore. Hence these occupations cannot save a people from lapsing into barbarism. Schools sprang into existence when the human race began to use a phonetic alphabet. By teaching the rising generation to read and write and cipher, the school saves the multitudes from the possibility of lapsing back into barbarism. Improvement in the breed of horses and cattle, advances in the methods of tilling the soil, and giant strides in the use of metals, although of incalculable value, are not so definitely characteristic of civilized life as the right use of books. Hence in banishing illiteracy and making ignorance impossible, the schools are conferring a priceless boon not only upon our farming population but upon all classes of society. "God loves the common people," said Abraham Lincoln, "or He would not have made so many of them." A government of the people should love all the children well enough to put them in possession of the culture which lifts them above the various stages of savage and barbarian life.—Pa. State Supt.

THE COST OF A LOST BOY.

State Supt. Glenn, of Georgia, in a recent report, says:

"Let me remind the Legislature again, as I have done on former occasions, the lost children of the state are costing the state a great deal more money than the children who are saved and made useful. The expense of trying, convicting and punishing a lost boy is raised by a local tax. The cost of every jail is raised by a local tax. Why not en-

force a local tax to save these children before they go to the bad. The cost of saving the children is less than the cost of losing them.

At least half of the court and jury expenses must be credited to the trial of these same prisoners. Fulton county is, therefore, spending this year on her prisoners \$82,050.45. In the county's budget there is not a dollar for schools. The state gives the county \$13,747.71. The average number of prisoners in Fulton county is supposed to be about 2,000. The school children of the county by the last census number 6,850. Here are 6,850 children, therefore, at school at a cost of \$13,747.71, and 2,000 prisoners in prisons or in the chain gang at an annual cost of \$82,050.45. What a lesson is here for the wise legislator! If the truth could be known, every one of these prisoners is a criminal because he was a neglected child. The legislature should see to it that the antecedent history of every criminal in this state should be ascertained and recorded in the prison records in order that we might know how far heredity and how far environment is responsible for crime. Right educational processes, intelligently applied, would cure most of the defects due to heredity, and would certainly save many a child who is now the victim of an unfortunate environment.

CURRENT HISTORY.

Grant then that children should hear as little as possible of the horrors of war, there is yet much that they should know about the causes of the present wars and about the character of the people who are waging them. Children who are old enough to comprehend history at all can be led to see that the one great difference between Americans or Englishmen on the one hand and Spaniards, Boers, Chinese, Filipinos on the other hand is a difference in civilization. The Anglo-Saxon is on the crest of the front wave of progress, while they are far behind. The question of the policy of America in the Philippines, or of England in the Transvaal need not become subjects for discussion in the class-room. There are honest differences of opinion about them and neither preachers nor teachers who serve all the people may take sides. But make it clear that all the strife of the past two years is really a conflict between the new and the old, between eastern and western ideas. Then make it clear that the final issue will be still greater progress. Spain is already rising from the ashes of her dead self; Cuba has undergone a new birth; when fighting stops in the Philippines schools will be established as the harbinger of progress and intelligent growth. So, too, in South Africa. It may be hard to say that the Dutch republic shall lose its identity, yet the English dominance there will mean a larger individual freedom for every Boer in the country. This of course does not make England right. She may be afflicted with territorial greed and a passion for empire, but she is not a tyrant over willing subjects. These are legitimate topics for the school room—the past history, the habits, the customs of these non-progressive races, their theories of government, their ideas of religion, industry and commerce, and the way in which these ideas have brought them in conflict with the progressive, aggressive nations of the West. Present times are teeming with opportunities to live the study of history and the keen teacher will not fail to use them.—*Educator-Journal*.

CURRENT EVENTS

The public debt December 31, 1900, was \$1,389,298,644.

There is a rumor that the leading express companies are about to be bought up by the railroads.

There were 4,322 miles of new railroad built in the United States last year—an increase of 206 miles over 1899.

The punitive expeditions of the Germans in China prove to be looting expeditions, and American soldiers refuse to participate in them.

Although Congress has abolished liquor from the army canteen, the Senate has refused to restrict the sale of liquor in the Philippine Islands.

Local authorities in Wichita Kan. decided to kill all dogs and cats found on the streets on the theory that they spread smallpox by carrying it in their hair.

A list was recently published of thirty-two persons in the United States 100 years of age and over, the oldest being 128 years old.

The commercial agency of R. G. Dun & Co. shows 10,823 failures in 1900 against 9,393 in 1899, aggregating \$174,113,236, against \$123,134,679.

The brain of the Czar of Russia is said to be affected by his recent illness. He is constantly making mistakes which are not common for him to make.

The famous soprano, Patti, offers for sale her castle in Wales, Crag-y-Nos, as she desires to spend her summers in her husband's country, Norway.

Prof. Elisha Gray, famous in the electrical world, died suddenly January 20 at Newtonville, Mass. He invented various electrical devices, one of which is the basis of the telephone.

A bill has been introduced into the Illinois Legislature providing that no institution of learning can grant a degree or literary honors which has not a productive endowment of at least \$100,000.

The Philippine Commission has decided not to allow school buildings in the islands to be used for religious instruction. The department of public instruction has been created by them.

E. W. Blaisdell, one of the founders of the Republican party, and the first man to name Lincoln for President, died at Rockford, Ill., January 14. He was in his 75th year.

January 18 was observed by the Germans as a great jubilee in honor of the 200th anniversary of the Prussian kingdom and the 30th of the union of the German states. The Emperor was called from the midst of the festivities by the dying condition of his grandmother, Queen Victoria, of England.

Chicago common council has made it unlawful to spit in public places, on public sidewalks or in public conveyances, on the ground that various diseases are spread by this means.

January 19, five Chinese slave girls were sold at auction in San Francisco. Their owner wished to return to China, so he disposed of them with other property. The prices paid ranged from \$1700 to \$2500.

The Superintendent of Public Instruction in Illinois reports the total expense for school purposes for the year ending June 30, 1900, was \$18,167,219, or \$13.95 per pupil enrolled in the public schools.

The recent census puts the center of population about seven miles southeast of Columbus, Ind. During the past ten years it has moved westward about fourteen miles and southward about three miles.

An unknown millionaire in Glenwood, near Cleveland, O., has given a Methodist minister there the right to draw on him indefinitely for money to relieve the poor of the place during the winter; the only condition being that the donor shall be unknown.

The policy of America in the Philippines has taken a surprising turn. Native officers of the Philippine army are to be exiled to the island of Guam, somewhat after the Russian policy. This is done because of the strong attachment of the native to his home.

It now appears that the death of Baron Von Ketteler, the German minister to China, was reported in America three days before the event happened. There is no explanation beyond a striking coincidence, due to the number of murders daily reported.

The Carnegie company is to build the largest pipe plant in the world at Conneaut Harbor, O., on Lake Erie. The company has purchased 5,000 acres for this purpose. It will be a strong competitor of the National Tube Co. and intends to compete in Europe as well as in America.

Ex-Gov. J. A. Mount, of Indiana, dropped dead of heart failure in his room in the Denison Hotel, Indianapolis, January 17. He had just returned from a walk, when he was suddenly attacked and died in a few moments. Overwork is ascribed as the cause.

The bureau of statistics is compiling a report on the lumber supply of the country. The standing timber covers an area of 1,004,496 square miles, and contains 2,300,000,000,000 feet. We cut about 40,000,000,000 feet a year, and if this rate is kept up the supply will last hardly 60 years.

Mrs. Nation, president of the W. C. T. U. of Barber county, Kan., entered the finest saloon in Wichita December 28 and completely wrecked it by smashing mirrors, pictures, etc., with stones. She was put in the county jail for it, but expected to get out. Her sole purpose, she said, was to wreck all the saloons. The governor refused to interfere for her, although the saloons can run only by bribing the police. The prohibitionists are threatening a general move against the "joints." Mrs. Nation was later released by the court.

The occupation of Manchuria by Russia has caused uneasiness and some war talk in Europe, but the truth has come out that all the details had been arranged for some time, the agreement with China dating from December, 1899. An effort is being made for a revision of the agreement.

Lord Roberts has been welcomed back to England with great applause, and the Queen has made him an earl. Thus his official career closes with great honor. But the war in South Africa goes dreadfully on. There is fear of an uprising in the province of Cape Colony, always in sympathy with the Boers.

The train boy is fast becoming obsolete. The C. & A. and the Lehigh Valley railroads dispensed with him some time ago, and with the beginning of this year the Erie follows on that part of the system between Salamanca, N. Y., and Chicago. Patrons will have opportunity to make purchases at the principal stopping points.

Smallpox has been prevalent this winter in some parts of the country. It was reported in 100 counties in Missouri, and there were 100 cases in Kansas City at one time. All the students at the Wisconsin State University were required to be vaccinated. A number of cases were reported in Chicago and other large cities. Vigorous measures are being urged to prevent an epidemic.

The congressional investigation of hazing at West Point has revealed such a condition of things that Congress will likely prohibit it. Fifty-nine different forms of hazing have been found, and some of them are very severe. The presidents of the four classes have volunteered to prevent any further hazing, but as they can speak only for the time they are in the school, Congress will likely legislate on the matter.

The kidnapping of young Cudahy of Omaha continues to furnish matters of interest. A reward for the kidnappers, offered by the family and by the city, brought a letter threatening the boy's life if the rewards were not withdrawn. A search for Pat Crowe, a supposed accomplice, has so far failed, but his brother was arrested and freed, the boy failing to identify him. The Nebraskan Legislature has introduced a bill to punish kidnappers with imprisonment, with death as the penalty for mutilation. A banker proposes an organization to prosecute all such cases. Several other kidnapping cases have been reported since, but they are not genuine cases.

P. D. Armour, famous the world over for his business transactions in grain and meat, died at his Chicago home on Sunday, January 6, aged 68 years. He was a native of New York state, but in early life went to California after gold, returning with several thousand dollars, which became the nucleus for his immense fortune. He was commission merchant in Milwaukee, then in Chicago. His first great transaction, which gave him his reputation in the commercial world, was at the close of the civil war, when, anticipating that event, he sold pork for future delivery at prices ranging down from \$60 to \$30 a barrel. He bought it at an average cost of \$18 a barrel. He had great foresight, industry, simplicity in life, and his fortune is estimated at \$100,000,000. His charities were numerous

and unostentatious. Armour mission and Armour institute are notable examples. Just before dying he had the Lord's prayer read, to which he said "Amen."

The report of the military governor of the Philippines shows a large increase in customs receipts over those during Spanish rule. Under the present tariff the total for the current year will be more than \$20,000,000, or four times the average for the last eight years of Spanish rule. A commission has been appointed to revise the tariff and reduce duties on the necessities of life, the levying of which was the policy of the Spaniards, who retired from office with substantial fortunes in two or three years. The schools started there have been most gratifying in results. They are now under civil authorities, with Prof. Atkinson as superintendent, and are being rapidly developed.

A government survey for a cable to the Philippine Islands shows a level plain between Honolulu and the Midway Islands at an average depth of 2,700 fathoms. The deepest abyss ever found lies about 60 miles east of Guam, being 5,269 fathoms deep. At 5,101 fathoms the temperature was 36 degrees above zero, Fahrenheit. The abyss was named the Nero deep. Still greater depths are supposed to lie south of this. Between Guam and the Midway Islands a peak was found within 82 fathoms of the surface. Between Guam and the Philippines a mountain range was found, from the crest of which there is a gradual descent to a depth of 3,500 fathoms, after which is a level plain to the Luzon coast. Between Guam and Yokohama is a mountain range, which is said to connect the range running from the west coast of Japan to the Bonin Islands with the Ladrone range.

The whole world has been startled by the report of the death of Queen Victoria. Her health has been giving way for some time under the nervous strain induced by the war in Africa. The discouraging reports and the loss of so many men had a very depressing effect. The immediate trouble was paralysis of one side of the face. Queen Victoria has been ruling nearly sixty-four years. She was the daughter of the Duke of Kent, fourth son of George III, and Victoria, daughter of the Duke of Saxe-Coburg, widow of Prince Leiningen, and sister of Leopold, King of Belgium. Her father died when she was a baby, and her mother was ill-treated by the royal family. She came to the throne when eighteen years of age. She was married to Prince Albert, of Saxe-Coburg-Gotha, her full cousin, February 10, 1840, who died December 14, 1861. Their married life was unusually happy. Nine children were born to them, seven of whom still live. She was an intellectual and cultured woman, who loved her home intensely, and was never happier than when at Osborne Palace, her private property, whither she fled from the cares of royalty to the joys of family life. She was very careful in the training of her children, giving them her personal oversight. She was also much attached to her people and greatly beloved by them. She was proclaimed Empress of India in 1876. Not a crowned head of Europe is living who was ruling when she took the throne, nor is any of her first ministry alive. Her reign has been the longest of any English monarch and the most prosperous. Much interest and anxiety naturally attaches to her successor, the recent Prince of Wales, who is very popular with the British people.

PRACTICAL METHODS

BUSY WORK.

For every word in the first two columns there is a word in the last two columns that means about the same thing. Match them by writing them in double columns:

Press	try	value	fleshy
guide	aid	fleet	fury
fat	bad	remain	vex
price	base	salary	help
gain	blast	person	get
swift	burst	steer	wear
wrath	color	flight	wide
stray	hurl	break	comfort
lift	cheat	quiet	squeeze
wages	cheer	throw	raise
tease	chide	labor	endeavor
people	clear	deceit	reprove

Punctuate these sentences and give the reasons therefor:

Here are your gloves said Johnson.

James killed a rabbit said John.

Uncle George please tell us a story said Frank.

How do the birds fly so rapidly said Henry.

Where shall we go when school is over.

Out into the woods where there are flowers said George.

Mary said Fannie where did you put my book.

GEOGRAPHY.

Teachers with classes on Africa should make prominent the following points:

Africa	1. {	Boundaries.	4. {	Lakes.
	2. Coast.	{ Indentation.		Rivers.
	3. {	Projection.		Mountains.
		Countries.	5. {	Products.
		Cities.		Explorations.

a. Bound Africa by the "block method."

b. Give its absolute position.

c. Consult your texts for the following: Greatest length and breadth; area; population.

d. Why is Africa not so well adapted to commerce as Europe? Explain fully.

e. The coast line measures 16,000 miles; about one mile of coast to every 710 miles of area.

f. Not a single stream of fresh water empties into the sea from Cape Negro to the Orange river, a distance of 900 miles; the coast is low and level for this distance, while from the Orange river to the Cape of Good Hope it is bold and rocky.

g. In searching for a passage to the Indies, the southern cape of Africa was discovered and called the Cape of Good Hope because it seemed to give good hope of finding the way to the Indies.

h. The strait of Babel-Mandeb, or the "Gate of Tears," is so called on account of its dangerous navigation.

i. Off the coast of Tripoli is the famous island of Gerba, which is noted for its monument of Christian skulls, gathered from a battlefield in the vicinity and heaped upon a rock, where it has remained several centuries. It is a living (?) monument of the hatred borne by the Mohammedans toward the Christians.

j. The Azores, nine in number and 900 miles west of Portugal, are noted for their rugged appearance and the production of brandy, oranges, lemons, salt pork, beef and dense population.

k. The canary bird is a native of the Canary Islands, called "Happy Islands;" they are noted for the production of

cochineal, oil, grain, silk, wine, raisins, potatoes, sugarcane and fruit.

l. Peter Bølle's mountain surmounts one of the Mauritius islands, which are noted for their terrific and frequent storms.

m. Madagascar is twice as large as Great Britain, containing 228,000 square miles. It has a rich and fertile soil. Its inhabitants are mostly barbarous.

n. The great Sahara Desert is the largest in the world; it consists of an elevated plain (generally) and is covered with moving sand, here and there containing some rocky heights where water is found and where shrubs, thorns and grasses are found. The "Ship of the Desert," the camel, is the only animal able to traverse it.

o. It has been proposed to tunnel from some of the low places into the sea and thus let in water to form a large inland lake. It is proposed to create moisture enough to cause a precipitation or rainfall, and in this manner make a large area of the desert "blossom as the rose."

p. A portion of Abyssinia is about 570 feet below the sea level. The total area of the Sahara is about three times that of the Mediterranean.

q. A white mist sometimes floats over Table mountain, in Cape Colony, and the natives say the dead are spreading the tablecloth.

r. Lake Albert Nyanza is subject to frequent and violent storms which lash its waters furiously; the waves roll to fearful heights.

s. The Nile is the only river on the earth diminishing in its course. Why does it discharge less water than it affords 1,500 miles above its mouth?

t. The temperature rises in Nubia and in some parts of the Sahara to 150 degrees, then falls at night to the freezing point—a range of over 180 degrees in 24 hours.

u. The greatest annual rainfall in Africa occurs at Sierra Leone, 189 inches.

v. About 10,000 slaves are annually sent from Lake Tchad to the northern coast; the route is lined with the bones of those who have died on the way; many are cruelly tortured to death by their conductors.

w. The Suez canal was built by the French, but is now controlled by the English; it is now 100 miles long, 325 feet at the top, 75 at the bottom and 26 feet deep; the cost was \$55,000,000.

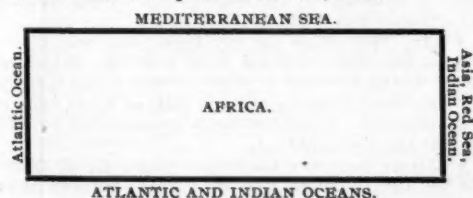
x. Among the strange animals of Africa may be mentioned the tsetse, a small fly whose bite is death to the horse or to the ox, but fails to injure man.

y. Alexandria is the oldest existing city in Africa, founded by Alexander the Great; founded B. C. 332 years. The Pillar of Pompey and the Catacombs of the Necropolis are among the most remarkable ruins of antiquity.

z. In the time of Moses, about 1520 B. C., Egypt was one of the foremost countries known to mankind. It so continued for many centuries, but when conquered by the Persians it at once began to decline.

aa. Although much speculation has grown out of an inspection of the pyramids of Egypt, it is generally conceded by our best informed writers that these immense structures were built for the sepulture of the Egyptian kings. They all contain hidden passages leading to granite coffins.

The "block method" in bounding a country is the plan of letting a square represent a state or country, and have pupils quickly place the name of bordering states around it, to show the relative position of each, thus:



The teacher may carry this farther by having capital city and metropolis inserted at the right place. Such a plan is intended for rapid reviews only.

ORIGINAL TEST PROBLEMS.

By Louis Baer.

Series A No. 9.

1. Find the difference between the bank discount and the true discount of \$1,000 at $6\frac{1}{2}$ per cent from July 1, 1901, to September 1, 1901.

2. I gave the First National Bank of this place my note of \$404.20 at 6 per cent for 60 days. How much did I get on this note?

3. Find the present worth, at 4 per cent, of a debt of \$600.00, one-third to be paid in 3 months, one-third in 6 months, and one-third in nine months.

4. (\$600.) Springfield, Mass., Jan. 1, 1896.
On demand I promise to pay Robert Elm, or order, six hundred sixty dollars with interest at 4 per cent. Value received.

Indorsements:

July, 1, 1896, \$20.

Jan. 1, 1897, \$110.

July, 1, 1897, \$50.

What was due January 1, 1898?

5. Which is worth the more, a note for \$205 due in six months without interest, or \$200 cash, money worth 6 per cent? How much more?

6. A non-interest bearing note of \$200 is worth how much 6 months before it is due, money being worth 6 per cent?

7. What are the proceeds of a note of \$1,000, payable in 90 days, discounted at 6 per cent, 60 days before maturity?

8. Find the discount of a note of \$300, payable in 60 days, discounted 12 days after date.

9. January 1, 1899, William Sage bought a lot of Cyrus Field for \$275, giving his note, payable on demand, with interest at 5 per cent. What was paid at the time of settlement, March 1, 1900?

ORIGINAL TEST PROBLEMS.

By Louis Baer.

Series A No. 10.

1. What is the present worth of a bill of \$380 due in 9 months, without interest, the current rate of interest being 6 per cent?

2. Find the true discount of \$210.80 due in 6 months, without interest, current rate being 6 per cent?

3. What is the difference between the true discount of \$180, due in 9 months, without interest, current rate being 5 per cent, and the interest of \$180 for 9 months at 5 per cent?

4. How large a note, due in 1 year, 9 months, with interest at 6 per cent, will cancel a debt of \$300, due in 1 year, 9 months, without interest?

5. A non-interest bearing note of \$460, dated February 1, 1901, due in 6 months, was paid April 1, 1901, by deducting the interest to maturity at 6 per cent. What was paid to cancel this note?

6. Bought a house for \$3,000, to be paid for in 4 months, and sold it immediately for \$3,000 cash. What did I gain, money being worth 5 per cent?

7. I have two offers for my horse and buggy, one of \$200 cash, the other \$230 due in 15 months. Which is the better offer, and how much, money being worth 6 per cent?

8. I borrowed, January 1, 1898, \$300 at 6 per cent interest. It remained on interest until it amounted to \$339.10. When was the debt paid?

9. A farmer bought a team and wagon for \$275, giving a note for that amount, due in 1 year, without interest. If money was worth 6 per cent, what was the note worth the day on which it was given?

ORIGINAL TEST PROBLEMS.

By Louis Baer.

Series A. No. 11.

1. What are the proceeds of a note of \$1,000, at 30 days, discounted at a bank at 5 per cent?

2. I wish to borrow exactly \$440 from a bank for 60 days. The bank charges 6 per cent interest. What is the face of the note?

3. (\$800.)

Chicago, Ill., May 1, 1895.

For value received, I promise to pay Charles Lowell, or order, on demand, eight hundred dollars, with interest at 6 per cent.

EDWARD BAHAN.

The following payments were made on this note: August 1, 1895, \$10; December 16, 1895, \$20; May 28, 1896, \$41.60; August 30, 1896, \$71.96. What was due on this note January 5, 1897? (Use U. S. rule.)

4. Henry Smith lent Joseph Ward \$360 at 6 per cent for 2 years, 3 months. Henry Smith then borrowed \$400 of Joseph Ward. How long may Henry Smith keep the \$400 to balance the favor?

5. A note of \$200, dated August 15, 1899, and payable in six months, with interest at 5 per cent was discounted at a bank November 27, 1899, at 6 per cent. For how many days did the bank discount this note?

6. When did the above note become due?

7. What were the proceeds of a note of \$200, dated February 10, 1896, and payable in 60 days, with interest at 5 per cent, and discounted at a bank March 1, 1896 at 6 per cent?

8. The list price of a lot of goods is \$400. What is the selling price at 20, 10 and 5 off?

9. I sold goods to the amount of \$640, taking in payment a note for that amount, due in 90 days without interest, and immediately sell the note to a bank. If the bank discounted the note at 5 per cent, how much money did I receive?

ORIGINAL TEST PROBLEMS.

By Louis Baer.

Series A No. 12.

1. Find the bank discount of \$330 for 90 days at 6 per cent, (count 3 days of grace.)

2. Find the true discount of \$500 for 1 year, 4 months, 12 days at 5 per cent.

3. What is the present worth of a note of \$600 due in 1 year, 6 months at 5 per cent?

4. Omitting the three days of grace, what is the difference between the true discount and bank discount of \$600.00 from May 1 to September 21, 1901?

5. (\$300.)

Madison, Ill., Aug. 5, 1896.

One year after date I promise to pay William Talk, or bearer, three hundred dollars, for value received.

ELMER ORR.

William Talk sold the above note to the Albany Bank on April 16, 1897. The bank discounted the note at 6 per cent from April 16, 1897, to August 8, 1897. Find the proceeds.

6. (\$600.)

Granite City Ill., Mar. 4, 1897.

On or before January 1, 1898, I promise to pay to M. Henson four hundred and fifty dollars, with interest at 6 per cent.

GEO. W. WELLS.

If the above note is discounted August 13, 1897, at 6 per cent by the First National Bank of Granite City, what are the proceeds?

7. For how many days does the bank discount the above note?

8. Find the bank discount on the above note.

9. When does the note spoken of in example No. 6 become due?



HOW TO LIVE A HAPPY LIFE: Willis or the Model Farmer. By George Howard Alford. Paper, 12mo, 184 pp. The Saalfeld Publishing Company, Akron, O. Price, 35c.

SIR JOHN REYNOLDS. A collection of fifteen pictures and a portrait of the painter, with introduction and interpretation. By Estelle M. Hurll. 94 pages. Price, in paper, 30c; in cloth, 40c. Houghton, Mifflin & Co., Boston, New York and Chicago.

AN ALTERNATE FOURTH READER. By Stickney. Cloth, 12mo, 374 pages. Ginn & Co., Boston.

The literature of this book is interesting and instructive, and seems well adapted to the age of the pupils for which it is intended. G. E. W.

STUDIES IN LITERATURE: Poetic Diction. By Edwin A. Greenlaw, A. M., instructor in English in Northwestern University. A pamphlet of 26 pages. Published by the Record Publishing Company, Flora, Ill.

An interesting analysis of poetical versus prosaic imagination. G. E. W.

FIRST READER. By Frances Lillian Taylor, author of the Werner Primer, etc. Cloth, 12mo, 128 pages, illustrated. Werner School Book Company, New York, Chicago and Boston.

This is one of a series of the Taylor School Readers which promises to be an innovation in reading texts. Teachers and school boards would do well to examine them. G. E. W.

POPE'S ESSAY ON MAN AND ESSAY ON CRITICISM. By Joseph B. Seabury. The Silver Series of English Classics. Cloth, 12mo, 101 pages. Price, 30c. Paper, 20c. Silver, Burdett & Co.

The superior worth of this essay remains unquestioned. The introduction and notes are complete. The workmanship of the book is good. It will be in demand among teachers of English literature. G. E. W.

A READER IN PHYSICAL GEOGRAPHY. By Richard E. Dodge, professor of geography, Teachers' College, Columbia University. Cloth, 12mo, 237 pages. Longman, Green & Co., New York.

This is a book for beginners. The book is suggestive rather than complete. The illustrations are good. With

the study of this book by the children the subject of physical geography will receive an interest beyond its usual field. G. E. W.

SPRINGTIME FLOWERS: Easy Lessons in Botany. By Mae Ruth Norcross. Illustrated, 91 pages. Introductory price, 36c.

This book is planned for children. It is a story of three children spending their vacation in the country. Methods of analyzing flowers and of preparing an herbarium are described. The language is simple and attractive and is sure to awaken the observation of its readers. It might be used to advantage in the grammar grades. G. E. W.

HIGHER ALGEBRA. By John F. Downey, M. A., C. E., professor of mathematics in University of Minnesota. Half leather, 8vo, 416 pages. Price, \$1.50. American Book Company.

This book is designed for use in universities, colleges and technical schools. The first fifteen chapters, however, could be used by students in the high school. The general principles are clearly and plainly stated and the demonstrations following these are logical and concise. G. E. W.

NATURE'S MIRACLES: Familiar Talks on Science. Vol. III. Electricity and Magnetism. By Elisha Gray, LL. D. Cloth, 16mo, 248 pages. Price, 60c. Fords, Howard & Hulbert, New York.

The author gives a brief history of electricity and magnetism. This is followed by a simple exposition of the phenomena and application of these forces, giving the reader a clear elementary understanding of the subject as far as it is known. It is a good book for a business man wishing to know something about these natural forces. G. E. W.

BARNES' NATURAL SLANT PEN-MANSHIP. Books A and B. Price per dozen, 60c. Books Nos. 1 to 6, inclusive, price per dozen, 75c. Charts, price per set, \$1.50. American Book Company, New York, Chicago and Cincinnati.

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EDMUND BURKE'S SPEECH ON CONCILIATION WITH THE AMERICAN COLONIES. Edited, with notes and a study plan for high school use, by William I. Crane, head of the department of English in Steel High School, Dayton, O. 185 pages. Price, cloth, 50c; boards, 40c.

My personal acquaintance with Mr. Crane warrants me in saying that this book will be in demand among students of English literature. The systematic arrangement of his notes and study-plan will appeal to the teacher and arouse the latent interest of the pupil. G. E. W.

ELEMENTARY ANATOMY, PHYSIOLOGY AND HYGIENE. By Winfield S. Hall, Ph. D., M. D., Northwestern Medical School, Chicago. Cloth, 12mo, 273 pages, illustrated. Price, 75c. American Book Company.

This book is designed for the higher grammar grades. It is founded on the experimental method. The subject is developed systematically; the cuts and illustrations are good, and the style is clear and concise. Particular attention is given to lessons on domestic economy and the subject of hygiene is given a prominent place. G. E. W.

DICKENS AS AN EDUCATOR. By James L. Hughes, Inspector of Schools, Toronto. D. Appleton & Co., New York. 319 pages. Price, \$1.50.

This is volume 49 in the International Education series, edited by Wm. T. Harris, LL. D. It is a serious and sensible discussion of the ideas which the great English author put forth in his works concerning children and their proper training. It thus becomes a splendid introduction to the works of that author. Dickens was far ahead of his time, but he did a great work for that day and ours. Parents, school teachers, ministers and all who have to do with the training of children would profit from a study of this book. W. C. L.

EDWARD BLAKE, COLLEGE STUDENT. By Rev. Chas. M. Sheldon. Advance Pub. Co., Chicago.

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OUTLINES IN NATURE STUDY AND HISTORY. A textbook for pupils in elementary schools. By Annie Gilbert Engell, supervising principal of the George B. McClellan Combined Primary School, Philadelphia. Pages, x, 165. Introductory price, 48c. Silver, Burdett and Co., New York, Boston and Chicago.

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tivate the observation of the pupil by systematic questions on things observed inside and outside of the school room. These lessons embrace a study of plants, the human body, animals, history and natural science. The field is, therefore, sufficiently wide and varied to interest any child in some manner, and with a tactful teacher the text will be very helpful. G. E. W.

ELEMENTS OF PHYSICS. By Henry A. Rowland, Ph. D., LL. D., professor of physics and director physical laboratory; and Joseph S. Ames, Ph. D., professor of physics and sub-director of the physical laboratory in Johns Hopkins University. Cloth, 12mo, xiii, 263 pages. Price, \$1. American Book Company.

This book is intended for high schools and academies. If the character of the book is to be judged by the reputation of its authors, its standard is high. The book is divided into two parts, the first containing a scientific text with many explanatory illustrations; the second being devoted to lecture demonstrations, laboratory experiments and a number of excellent problems. This plan will doubtless meet with favor among many instructors in physics. G. E. W.

THE MEN WHO MADE THE NATION. An Outline of United States History from 1760 to 1865. By Edwin Erle Sparks, Ph. D. Illustrated with many reproductions of contemporary prints, sketches, fac-similes, etc. Macmillan Co., New York. 415 pages. Price, \$2.

This book is written on the sensible basis that persons are more interesting than facts, and that the events of a period usually cluster about some prominent individual. The dozen chapters pertain to the events mainly clustering around Franklin, Samuel and John Adams, Morris, Hamilton, Washington, Jefferson, Clay, Jackson, Webster, Greeley and Lincoln. It is impossible to read these biographical chapters without having a good outline knowledge of the history of the United States. The mechanical work is well done, and there is a good index.

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SESAME AND LILIES, AND THE KING OF THE GOLDEN RIVER. By John Ruskin. Edited, with notes and an introduction, by Herbert Bates, head teacher of English in the Manual Training High School of Brooklyn, N. Y. The Macmillan Company, New York. 230 pages. Price, 25c.

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Department of Superintendence.

The program for the meeting of the Department of Superintendence, to be held in Chicago, Feb. 26-28, promises a feast of good things to all who are fortunate enough to attend. The officers of this Association are as follows: L. D. Harvey of Wisconsin, President; A. K. Whitcomb, of Massachusetts, First Vice-President; W. F. Slaton, Georgia, Second Vice-President; and B. F. Cooper, of Utah, Secretary. The meeting is to be held in the Fine Arts Building, and the Auditorium Hotel, the headquarters for the delegates, will make special rates to all in attendance. The railroads have made a rate of one and one-third fare on the certificate plan. The meeting will be opened on Tuesday morning with an address on "The Gospel of Work," by Superintendent E. G. Cooley, of Chicago. "Education at the Paris Exposition" will be discussed by Howard J. Rogers, Director of Education and Social Economy, U. S. Exhibit for the Paris Exposition. On Wednesday a Round Table of Superintendents in large cities will be conducted by Supt. Louis Soldan, of St. Louis. There will also be a Round Table of Training Teachers, led by Miss Lawrence, of Minnesota. Space forbids a further mention of the good things in store at this meeting. Suffice it to say that no wide-awake superintendent can afford to miss this helpful and interesting meeting.

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Literary Notes

"A Novel Complication" is the title of the complete novel published in the February issue of the New Lippincott. It also contains a number of good short stories.

The Saturday Evening Post will contain a twelve-part serial story of love and adventure, entitled "Masters of Men." It is a story of the navy, and is the best work of the best writer of sea stories in the country.

McClure's Magazine for February is notable for its fiction and its art. Among the authors represented may be mentioned Rudyard Kipling, Robert Barr, Sarah Orne Jewett and Josephine Dodge Dascome.

A remarkably clear statement of the growth and characteristics of colonial policies in Great Britain, Germany, France and Russia appears in the February Chautauquan. It contains as a frontispiece a photograph of the famous bust of Victor Hugo.

The February Atlantic contains a brilliant group of papers on political and social subjects, opening with ex-Secretary Herbert's masterly discussion of "The Conditions of the Reconstruction Problem." It also contains a number of bright, fresh stories. "The Tory Lover" and "Penelope's Irish Experiences" continue to delight and fascinate their readers.

The International Monthly gives in a nutshell a clear and concise statement of all the important happenings in every country. Its contributors are authorities in the various fields of research. It is published at Burlington, Vt., at \$3 per year. Three months' trial subscription, 50c.

The Arena for February is sixteen pages larger than usual, and hence contains that many more good things. "Theological Views of a Layman" will repay perusal by both clerical and lay members of all branches of the Christian Church. The Alliance Publishing Company, New York City.

The Delineator is a thoroughly all-round magazine for women. The February issue contains a delightful story, "The Flaggings of the Cannon Ball." Those who wish to entertain their friends in an original manner will find helpful hints as to how to give a Valentine lunch.

The Forum for February contains fourteen articles of unusual interest. Among these may be mentioned "The Rehabilitation of the Democratic Party," "The Negro and Education" and a discussion of the question, "Should Woman's Education Differ from Man's?"

Irving Bacheller tells in the February St. Nicholas a story of the strange rescue of two persons who were lost in a fog. It makes one shudder to read of the adventures of "The Steeple-climber." These are only a few of the good things contained in this issue of St. Nicholas.

The opening article of the February issue of Good Housekeeping is written by Julia Ward Howe, on "Good Housekeeping for People of Moderate Means." "Where the Help Problem Is being Solved," is of great interest. The issue also contains a number of bright stories.

The American Mother is a delightful little monthly magazine, which contains much that is helpful, interesting and instructive. "The Faith of a Little Child" is a practical article on the important question of home religious training. The magazine is published at Ann Arbor, Mich.

The February Century is a midwinter fiction number, containing "The Helmet of Navarre," "Her Mountain Lover," and nine short stories by well-known authors. A feature of this number is the story which won the prize in the Century's annual competition among college graduates. It is entitled "An Old-World Wooing."

"The Beautiful Daughter of Aaron Burr" is charmingly described in the February issue of the Ladies' Home Journal. The story of the famous hymn, "Nearer, My God, to Thee," and a close view of its brilliant author, are united in "A Woman to Whom Fame Came after Death." How we can get and keep correct time is explained in "The Clock by Which We Set All Our Watches." Edward Bok called forth a series of extremely interesting articles on the question, "Is the Newspaper Office the Place for a Girl?" This shows but a few of the good things contained in this issue.

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Mrs. Gilbert who, at eighty years of age, is now acting with the Lyceum Company, begins her "Stage Reminiscences" in the February issue of Scribner's. Thos. F. Millard writes a vigorous article on the political situation in China. "The Angel at the Grave" is the title of a story by Edith Wharton.

"Selections from the Bible" has been arranged for use in the schools by John G. Wight, Ph. D., and fills a long-felt want. Selections are made which will best emphasize the moral lessons, poetry and eloquence contained in the Bible. It is issued by the American Book Company, New York City. Price, 40c.

"Lights to Literature" is the title of an artistic calendar issued by Rand, McNally & Co. On the twelve sheets of the calendar are twelve quotations from some of the greatest American and English authors. The calendar hung in a school room will prove a constant inspiration to both teachers and pupils. It may be obtained by addressing Rand, McNally & Co., Chicago or New York.

In March a series of "Wigwam Stories" will issue from the press of Ginn & Co., to be used as supplementary readers for the third or fourth grades in the grammar school. The author of this book has done a great service to our school children in placing within their reach in an attractive form so much valuable and hitherto inaccessible information. It is illustrated by an Indian young lady.

The Reviews of Reviews for February comments on the passing away of Queen Victoria, the coming to the throne of the new King, the negotiations in China, a character sketch of the late Philip D. Armour, a summary of the wonderful progress made by the Christian Endeavor Society. These and many other developments of the past month, both national and international, are discussed—a glimpse of the doings of the world.

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The February issue of "Success" comes out in a dress of unusual radiance. It portrays a mining group at the moment they discovered the great Comstock lode in Nevada. The story is also told in an interesting manner in the magazine. Mr. Baldwin tells of the perils and rewards of Arctic exploration. This is but a glimpse of the many good things which "Success" contains.

Your Journal has been of great help to me.—Hosea A. Wilson, Crab Orchard, Ill.

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